

Lexington Intermediate

420 Hendrix Street
Lexington, South Carolina 29072

Grades	5-6 Elementary School	
Enrollment	375 Students	
Principal	Sherry P. Cariens	803-359-5128
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

6

0

0

0

0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes
2005	Excellent	Good	Yes
2006	Excellent	Good	Yes

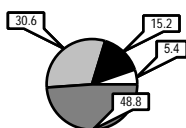
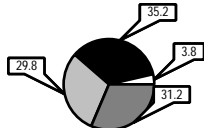
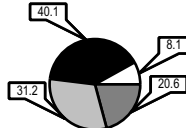
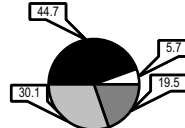
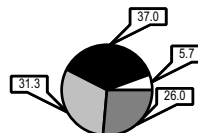
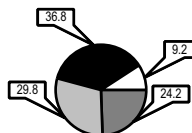
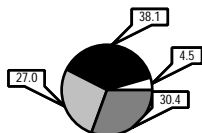
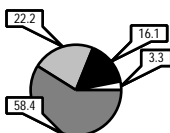
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	381	100.0	5.4	30.6	48.8	15.2	74.3	Yes	Yes
Gender									
Male	201	100.0	8.3	38.0	43.8	9.9	65.6	N/A	N/A
Female	180	100.0	2.3	22.6	54.2	20.9	83.6	N/A	N/A
Racial/Ethnic Group									
White	353	100.0	5.0	30.6	49.0	15.5	74.9	Yes	Yes
African American	19	100.0	11.8	29.4	52.9	5.9	58.8	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	344	100.0	3.0	28.6	51.5	16.9	78.6	N/A	N/A
Disabled	37	100.0	27.0	48.6	24.3	0.0	35.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	100.0	5.4	30.6	48.8	15.2	74.3	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	378	100.0	5.5	30.6	48.6	15.3	74.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	20	100.0	21.1	36.8	36.8	5.3	57.9	I/S	I/S
Full-pay meals	361	100.0	4.6	30.3	49.4	15.7	75.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	381	100.0	3.8	29.8	31.2	35.2	81.6	Yes	Yes
Gender									
Male	201	100.0	4.7	31.3	27.1	37.0	80.2	N/A	N/A
Female	180	100.0	2.8	28.2	35.6	33.3	83.1	N/A	N/A
Racial/Ethnic Group									
White	353	100.0	3.8	27.4	32.1	36.7	82.5	Yes	Yes
African American	19	100.0	0.0	76.5	17.6	5.9	64.7	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	344	100.0	1.8	28.9	32.2	37.0	84.3	N/A	N/A
Disabled	37	100.0	21.6	37.8	21.6	18.9	56.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	100.0	3.8	29.8	31.2	35.2	81.6	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	378	100.0	3.8	29.5	31.4	35.2	81.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	20	100.0	5.3	63.2	15.8	15.8	63.2	I/S	I/S
Full-pay meals	361	100.0	3.7	28.0	32.0	36.3	82.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	381	100.0	8.1	31.2	20.6	40.1	60.7
Gender							
Male	201	100.0	7.8	31.3	18.8	42.2	60.9
Female	180	100.0	8.5	31.1	22.6	37.9	60.5
Racial/Ethnic Group							
White	353	100.0	6.4	31.5	20.1	42.0	62.1
African American	19	100.0	41.2	35.3	17.6	5.9	23.5
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	344	100.0	7.5	28.0	22.3	42.2	64.5
Disabled	37	100.0	13.5	59.5	5.4	21.6	27.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	100.0	8.1	31.2	20.6	40.1	60.7
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	378	100.0	7.9	31.4	20.2	40.4	60.7
Socio-Economic Status							
Subsidized meals	20	100.0	31.6	36.8	21.1	10.5	31.6
Full-pay meals	361	100.0	6.9	30.9	20.6	41.7	62.3

Social Studies							
All Students	381	100.0	5.7	30.1	19.5	44.7	64.2
Gender							
Male	201	100.0	7.3	28.6	17.2	46.9	64.1
Female	180	100.0	4.0	31.6	22.0	42.4	64.4
Racial/Ethnic Group							
White	353	100.0	5.2	28.6	20.4	45.8	66.2
African American	19	100.0	11.8	58.8	5.9	23.5	29.4
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	344	100.0	4.2	28.9	19.6	47.3	66.9
Disabled	37	100.0	18.9	40.5	18.9	21.6	40.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	100.0	5.7	30.1	19.5	44.7	64.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	378	100.0	5.7	30.1	19.7	44.5	64.2
Socio-Economic Status							
Subsidized meals	20	100.0	15.8	42.1	5.3	36.8	42.1
Full-pay meals	361	100.0	5.1	29.4	20.3	45.1	65.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	189	100.0	7.1	31.0	52.7	9.2	62.0
	6	183	100.0	6.3	32.4	39.2	22.2	61.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	192	100.0	1.1	31.5	56.5	10.9	67.4
	6	189	100.0	9.7	29.7	41.1	19.5	60.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	189	100.0	3.8	27.2	29.9	39.1	69.0
	6	183	100.0	3.4	26.1	36.4	34.1	70.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	192	100.0	2.7	27.2	31.0	39.1	70.1
	6	189	100.0	4.9	32.4	31.4	31.4	62.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	189	100.0	9.8	22.3	22.3	45.7	67.9
	6	183	100.0	8.5	27.3	25.6	38.6	64.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	192	100.0	5.4	32.1	23.4	39.1	62.5
	6	189	100.0	10.8	30.3	17.8	41.1	58.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	189	100.0	4.9	38.6	27.2	29.3	56.5
	6	183	100.0	2.3	17.0	19.9	60.8	80.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	192	100.0	4.9	33.2	19.0	42.9	62.0
	6	189	100.0	6.5	27.0	20.0	46.5	66.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 375)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.0%	No change	0.9%	2.8%
Attendance rate	97.4%	No change	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	45.8%	Down from 46.5%	41.9%	10.4%
On academic plans	11.2%	N/AV	12.0%	33.6%
On academic probation	2.1%	N/AV	1.1%	1.0%
With disabilities other than speech	6.3%	Down from 10.2%	3.3%	7.5%
Older than usual for grade	0.5%	No change	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	69.2%	Down from 70.4%	61.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.3%	N/A	4.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 4.0%	0.0%	0.0%
Teachers returning from previous year	93.3%	Down from 95.8%	93.2%	87.3%
Teacher attendance rate	93.7%	Down from 96.1%	95.9%	94.9%
Average teacher salary	\$47,109	Up 0.7%	\$45,653	\$42,485
Prof. development days/teacher	12.3 days	Up from 7.2 days	11.5 days	13.3 days
School				
Principal's years at school	1.0	Up from 0.5	3.5	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 23.3 to 1	20.2 to 1	18.6 to 1
Prime instructional time	88.2%	Down from 92.7%	91.9%	89.7%
Dollars spent per pupil*	\$7,475	Down 0.8%	\$6,736	\$6,557
Percent of expenditures for teacher salaries*	60.3%	Down from 60.8%	65.4%	64.0%
Percent of expenditures for instruction*	62.3%		70.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	98.7%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

School administrators and the School Improvement Council jointly report that this has been a productive and rewarding year at Lexington Intermediate School. Our students continue to demonstrate excellence in academics and service learning. Dedicated students, teachers, administrators and parents share the school's focus on Learning, Inspiring and Succeeding. As a result, innovation, active learning and multiple enrichment opportunities are all part of the LIS experience. Our staff feels strongly that a teacher's personal role in developing a child's life is reflected in school and state test scores. Additionally, LIS parents actively volunteered and served the school with approximately 1,648 documented volunteer service hours this past year.

For the fifth consecutive year, LIS earned an Excellent rating on the 2005 School Report Card and once again earned the Palmetto Gold Award. In addition, LIS has been asked to participate in the state's first Palmetto Gold Showcase. In grade five last year 96.7% of the students scored above standard in both English/language arts and mathematics. For grade six, 94.7% scored above standard in English/language arts and 97.2% scored above standard in mathematics.

The LIS Data Team identified only one barrier inhibiting student progress this year, the suggested closing of LIS. When the Lexington One Board decided LIS should remain open, a renewed vigor characterized our efforts as we began planning immediately. Our goals selected for this year included an emphasis on decreasing the number of students (11%) who scored Low on the Measures MAP testing program for reading comprehension and increasing the number of students who scored Proficient and above.

Future preliminary goals for 2006-2007 include a greater emphasis on technology competency for all students, challenging our high-performing students to a higher degree, focusing on differentiated instructional strategies to meet the needs of all students, and organizing and conducting teacher-led collaborative planning sessions to further improve instruction.

LIS continues to make strides in the application of technology. All of our teachers have passed the Technology Competency Assessment. All fifth-grade students have completed an online Technology Literacy Assessment to give us feedback in planning an appropriate and rich technology curriculum for them next year. Greater emphasis was evident this year in classroom integration of content and technology.

More than 89% of LIS students participated in service-learning projects this year, raising \$10,000 to support Katrina victims, the Muscular Dystrophy Association, the Leukemia Society and the American Red Cross. We collected and sent books to a school in Mississippi devastated by Hurricane Katrina and sent our old bookroom books to Uganda schools. We added student leadership opportunities this year including service on the school television team (WLIS), the school store and the yearbook staff, as well as Just Say No Captains and Student Council.

Dr. W. Darrell Barringer, Principal
Susan McFarland, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	182	77
Percent satisfied with learning environment	100.0%	86.8%	90.9%
Percent satisfied with social and physical environment	100.0%	85.1%	89.6%
Percent satisfied with school-home relations	100.0%	91.2%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.